Welcome to the Webinar

We will begin at 11:00am (PT) / 2:00pm (ET).

A recording will be available after the webinar.

Your line will be muted to cut down on background interference so please use the chat box to share your name, your organization, your location and any questions you have for our featured speakers.
Federal Coordination

- **US Department of Justice**
  - Office of the Attorney General
  - Office of Justice Programs
    - Office of Juvenile Justice and Delinquency Prevention
    - Office for Victims of Crime
    - National Institute of Justice

- **US Department of Health and Human Services**

- **US Department of Education**

- **Office on Violence Against Women**

- **Office of Community Oriented Policing**

- **Executive Office of US Attorneys**
Goals of the Defending Childhood Initiative

• Prevent children’s exposure to violence.

• Mitigate the negative effects experienced by children exposed to violence.

• Develop knowledge about and spread awareness of this issue.
Over $30 M Invested From FY2010 – FY2012

• Research and Evaluation
• Direct Action in Communities
  – Comprehensive Demonstration Project
  – Safe Start Program (www.safestartcenter.org)
  – OVW Children Exposed to Violence grants
• Training and Technical Assistance
• Attorney General’s Task Force on Children Exposed to Violence (www.justice.gov/defendingchildhood/cev-rpt-full.pdf)
• Action Partnerships with Professional Organizations
How to use this technology

• You can choose to connect via computer OR via telephone.
  • Should you choose computer, please mute your computer microphone to avoid feedback.
  • Should you choose to dial in, please follow the audio instructions on the screen or in the audio pop up:
    • Dial: 1-888-850-4523
    • Enter the Participant Code: 418086#
    OR
    • Dial: 1-719-234-7800
    • Enter the Participant Code: 418086#
• There will be time for Q & A at the end of the presentation.
• Please enter any questions you have in the Public Text Chat box.
• A recording and PDF slides will be available after the webinar.
Defending Childhood Website Launch:
New Innovations for Addressing Children’s Exposure to Violence
Presenter

Yesenia Gorbea, MSW
Program Specialist
Public Education Campaigns and Programs
Futures Without Violence
Innovators

- Dr. Renée Boynton-Jarrett
- Boston Public Health Commission
Agenda

- Introductions
- Website Review and Resources
- Innovator Presentations
  - Renée Boynton Jarrett, M.D.
  - Boston Public Health Commission
- Q&A
Website Review

- Shareable Graphics
- Learn More
  - Brain Science & Fact Sheets
- Innovators
  - Growing list of field experts
- Communities
  - Defending Childhood Demonstration Sites
- Resources
  - Searchable library
Innovator: Renée Boynton-Jarrett

Renée Boynton-Jarrett, MD,
Associate Professor of Pediatrics
Boston University School of Medicine
Boston Medical Center

Vital Village Network

Renée Boynton-Jarrett, MD, ScD
Associate Professor of Pediatrics
Founding Director Vital Village Network

With generous funding from the Doris Duke Charitable Foundation
Objectives

- Early adversity and health trajectory
- Ecological context
- Community Engaged Strategies
Early Life Adversity and Health

- exposures during **critical periods** of plasticity influence developmental process and biology.

- early disadvantage is associated with subsequent experiences that **accumulate** to produce illness.

- early experiences are **indirectly** related to later exposures.

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Felitti, 1998; Greenfield, 2009; Noll, 2007; Dietz, 2004; Heim, 2004; Edwards, 2010
- Prenatal smoking
- Low birth weight
- Preterm birth
- Mental Health
- BMI trajectory
- Smoking
- Hypertension
- Ammenorrhea
- Infertility risk
- Depression
- PTSD
- Fibroids
- Adult Obesity
- Child Obesity
- BMI trajectory
- Age of Menarche

Jun et al 2008; Harville, Boynton-Jarrett et al, 2010

Image courtesy of The Life Cycle of a Human
Abiding Risk

It’s not stress that kills us, but our reaction to it.

--Hans Seyle
What happens over time?

McEwen and Stellar, NEJM, 1998
Trauma and the individual

Blue Nude  Pablo Picasso, 1902
Trauma and the community

Haitian Relief Mural, courtesy of http://www.peacemural.org/haiti-relief-mural/
Neighborhood Effects

Compositional  Contextual  Collective
The ‘Long-Arm’ of Childhood
What shapes the landscape of opportunity?

- Community assets
- Social Networks
- Community Violence
- Social & Physical disorder
- Built Environment
- Structural Racism
- Residential Segregation
- Social Cohesion
- Collective Efficacy
- Social Capital

Sampson, Raudenbush and Earls, 1997; Leventhal and Brooks-Gunn 2000 and 2003
Impact of Community Trauma on Health and Developmental Trajectory

- Trust
- Social Cohesion

- Caregiver Stress
- Parental Depression
- Parenting Practices

- Cognitive performance
- Educational attainment
- Emotional regulation and Impulsivity
- Mental and Physical Health

Neighborhood Effects

- Broad influence on outcomes
- Enduring and durable
- Complex solutions are required
Paradigm shift from childhood adversity to child health equity

REORIENT OUR FOCUS
Reorienting our focus

• How do we foster powerful and impactful cross-sector coordination of efforts?

• How do we create a new agenda for achieving child wellbeing focused on systems change?

• How do we foster relationships between organizations, residents, and practitioners that are complimentary, create coordinated work, and shared aims?
Trauma-informed approach to transforming the landscape of opportunity

ACTION STEPS
EVIDENCE-BASED THERAPIES AND MENTAL HEALTH SERVICES ARE NECESSARY BUT NOT SUFFICIENT
An Ecological Approach is Necessary

- Trauma symptoms are adaptations to environmental conditions
- Safety and social connections are fundamental to healing
- Coordinated opportunities for promoting prevention.
Can a trauma-informed focus help align work across sectors and enhance existing efforts?

- 2 –

ALIGNMENT
# Addressing Complexity

*The Five Conditions of Collective Impact*

<table>
<thead>
<tr>
<th>Condition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Agenda</td>
<td>Shared vision for change, common understanding of the problem, joint approach to solving it</td>
</tr>
<tr>
<td>Shared Measurement</td>
<td>Measuring change, Shared data, Shared accountability</td>
</tr>
<tr>
<td>Mutually Reinforcing Activities</td>
<td>Differentiated activities, coordinated plan of action</td>
</tr>
<tr>
<td>Continuous Communication</td>
<td>Consistent communication, Trust</td>
</tr>
<tr>
<td>Backbone Support</td>
<td>Separate backbone organization and staff to coordinate efforts</td>
</tr>
</tbody>
</table>

Kania and Kramer, 2013
Vital Village Community Engagement Network

1. To cultivate community settings that protect children from violence and optimally support their well-being.
2. Improve the quality of data and tools to promote family and community safety.
3. Support social emotional learning, protective factors, and community capacity to promote healthy social and emotional development in early childhood.
4. Support geography of opportunity, integrating a trauma-informed framework for preventing childhood adversity into the context of existing systems and opportunity-based efforts for early childhood health and education.

Health Systems
Early Childhood Education
Community Initiatives & Advocacy Organizations
Legal Advocates

www.vitalvillage.org
Trauma-informed approach to transforming the landscape of opportunity

- 3 -

CULTIVATE A LEARNING SYSTEM
Hubs of Innovation

in each community

Create a system to allow resources, communication, and opportunities to collaborate to be accessible.
The role of shared data in integrated efforts and systemic change

- 4 -

COMMIT TO IMPROVEMENT AND SUPPORT IT SYSTEMATICALLY

www.vitalvillage.org
Boston Medical Center

- Boston Medical Center (BMC) is the largest safety net hospital in New England
- 8 BMC-affiliated Federally Qualified Community Health Centers
- Electronic Health Record (EMR) from 1999
- MA Health Disparities Repository (MHDR)

www.vitalvillage.org
Establish a platform for tracking benchmarks of child wellbeing.

Village Vital Signs: longitudinal, geocoded data

- MA Clinical Data Repository
- Child Opportunity Index
- Early Intervention
- Dept. Transitional Assistance
- Public Health Commission
- Boston Housing Authority
- Dept. Children and Families
- Boston Public Schools
- Boston Police Department

Shared Data Warehouse
- Publicly Accessible

- Caregivers can obtain information
- Service Providers
- Agencies, Schools, Clinics
- Communities can ask new questions

Agencies can improve programs
Establish a platform for tracking benchmarks of child wellbeing.

Web-accessible data dashboard

Caregivers can obtain information

Agencies, Schools, Clinics

Agencies can improve programs

Communities can ask new questions

Cultivate cross-sector collaboration

www.vitalvillage.org

Leverage existing data for meaningful use.

Centralized and shared existing data

Village Vital Signs: longitudinal, geocoded data

Early Intervention

MA Clinical Data Repository

Child Opportunity Index

Dept. Transitional Assistance

Public Health Commission

Boston Housing Authority

Dept. Children and Families

Boston Public Schools

Boston Police Department

Shared Data Warehouse

Publicly Accessible

Service Providers

www.bostonsmedical.org
Our Plan

1. Meaningful use of the EMR to develop a set of child health indicators for population surveillance

2. Integrate Child Opportunity Index with Boston Police Dept. crime data and school climate data to explore associations with cardiovascular health

3. Identify vulnerable neighborhoods and regional patterns to inform programming and policy.

www.vitalvillage.org
Opportunity Varies across Boston Neighborhoods

Boston is among the most inequitable metro areas in neighborhood opportunities for Hispanic and Black children. 6 in 10 Hispanic children and over half of Black children live in very low opportunity neighborhoods in Boston.

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**Educational Opportunity**

- Student poverty rates in local schools
- Neighborhood schools’ student proficiency in ELA
- Neighborhood schools’ student proficiency in Math
- Proximity to early childhood education (ECE) centers
- Proximity to quality early childhood education (ECE) centers
- Early childhood education participation rates
- High school graduation rates
- Adult educational attainment

**Health & Environmental Opportunity**

- Proximity to health facilities
- Retail healthy food environment
- Proximity to toxic waste and release sites
- Volume of nearby toxic release
- Proximity to parks and open spaces
- Housing vacancy rates

**Social & Economic Opportunity**

- Foreclosure rate
- Poverty rate
- Unemployment rate
- Public assistance rate
- Proximity to employment
Child Opportunity Index and Violent Crime Rate

• Childhood adversities affect chronic disease risk.

• High violent crime rate is associated with very low Child Opportunity
  – 2009 Boston Police Department violent incidents (robbery, assault, murder)
  – Aggregated census-tract level crime rates as incidents per square mile.
Child Opportunity Index and High Violent Crime Clusters

- Regional patterning of risk for low opportunity and high crime exposure

- Clustering of census tracts with high violent crime rates (green highlight) overlaid clustering of very low Child Opportunity
Child Opportunity Index & Obesity Rate

- BMC aggregate EMR data on obesity for children ages 3-18 years old.

- Rates of obesity correlate with very low opportunity (COI), but outliers are present.

- Census tract violent crime is significantly associated with rates of childhood obesity.
Child Opportunity Index and Hypertension Rate

- BMC aggregate EMR data on hypertension for children 3-18 years old.

- Hypertension for children associated with COI.

- Clusters of high crime census tracts are significantly associated with high rates of hypertension.
Spatial Analysis

Local Moran’s I Spatial analysis with False Discovery Rate adjustment
### Child Opportunity Index and School Climate

<table>
<thead>
<tr>
<th>Measure</th>
<th>Census Tract 902 (Burke &amp; Dearborn)</th>
<th>Census Tract 801 (Orchard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPD Violent Crime Rate (incidents per sq mile in 2009)</td>
<td>8.4</td>
<td>4.6</td>
</tr>
<tr>
<td>Safe Travel to School (% strongly disagree/disagree)</td>
<td>14.25</td>
<td>9.43</td>
</tr>
<tr>
<td>School Safety (% strongly disagree/disagree)</td>
<td>19.62</td>
<td>7.55</td>
</tr>
<tr>
<td>Average Physical Activity (% ≤2 days)</td>
<td>32.78</td>
<td>26.47</td>
</tr>
<tr>
<td>Will be Successful (% definitely or probably not)</td>
<td>5.0</td>
<td>3.92</td>
</tr>
</tbody>
</table>
“I guess like the more people around my neighborhood get hurt and it comes closer to home. Not literally but emotionally. One by one as more get hurt. And then it will be someone close to me.”

Danielle, age 14

From mixed-methods study involving 40 caregiver-child dyads
“If anything happens to a child in the community, it kind of affects everybody; its not only the child and the family. So we have to know how to support each other. We’re kind of family oriented. When you see certain things, we want to be able to share the resources and information so everyone understands. If anything happens, we want to know and as a community help and support each other.”

--Dudley Community Stakeholder
Implications

• High crime rates are associated with very low child opportunity and both associated with poorer school climate.

• Both crime and child opportunity index are associated with early predictors of cardiovascular health risk: obesity and hypertension.

• There is a spatial patterning of violent crime exposure and associated cardiovascular risk.

• Policy makers may use this information to consider the population health benefit of crime reduction and building community assets.
Renée Boynton-Jarrett, MD, ScD
Libby McClure, BS
William Adams, MD, MPH
Anthony Braga, PhD

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www.vitalvillage.org
@Vital_Village
Innovator: BOSTON

Nicole Daley
Director Start Strong Initiative
Division of Violence Prevention
Boston Public Health Commission

Mynaja Ferguson
Start Strong Peer Leader
Start Strong Overview

- Primary Prevention
- Healthy Relationship Promotion
- Teen Dating Violence Prevention
- Healthy Break Ups
- Media Literacy
Nutritional Impact

<table>
<thead>
<tr>
<th>Artist: Song title: Serving Size: Min:</th>
<th>500</th>
<th>Sec:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount per serving: Sec:</td>
<td>Present</td>
<td>Intensity Level</td>
</tr>
<tr>
<td>Unhealthy Relationship Ingredients</td>
<td>3</td>
<td>1-5</td>
</tr>
<tr>
<td>Drama</td>
<td>Possession/Obsession</td>
<td>Disrespect</td>
</tr>
<tr>
<td>Healthy Relationship Ingredients</td>
<td>3</td>
<td>1-5</td>
</tr>
<tr>
<td>Fun/Enjoyable</td>
<td>Support</td>
<td>Respect</td>
</tr>
<tr>
<td>500</td>
<td>1-5</td>
<td></td>
</tr>
</tbody>
</table>
| The song may portray: Drama: a belief that making up, yelling, and one person's benefit. This could also include yelling, being argumentative, and threatening another person's beliefs, feelings, ideas, opinions, and wishes. This could include guilt-tripping, being angry, and hurting one another person's emotions or vulnerabilities, which is emotionally stressful. This could include guilt-tripping, yelling, and using alcohol to get high. Fun/Enjoyable: a belief that relationships are healthy and fun. Respect: a belief that a relationship includes building up the other person's confidence and strengths. This could include encouraging another person to make healthy decisions better, even when the other person may not totally agree. Equality: a belief that both parties share in decision making and are free to choose what is right for them. One person does not have power over the other either in decision making or sex. }

SOUND RELATIONSHIPS

Music, like food, can feed our brains and give us energy. But it can also be filled with ingredients that can affect us negatively. Some music may even have an influence on our health and the health of our relationships. This tool will help you evaluate the “nutritional” value of the music you might listen to. We want you to put on your headphones, turn up the volume, and become a “song lyrics nutritionist.” Just follow these easy steps.

1. **STEP ONE:** Find a song
   - Select a song. Find the lyrics of the song either on the CD insert, or on the internet. Print out the lyrics, and read them to get a feel for the main themes in the song.

2. **STEP TWO:** Determine if the song has a relationship theme
   - Songs with a relationship theme describe an emotional or psychological connection between two or more people and should support, celebrate, or glorify the unhealthy or healthy characteristics of the relationship.

3. **STEP THREE:** Score the song lyrics
   - Carefully examine the song’s lyrics and determine if there is a relationship theme. Use the “Nutritional Impact Label” to the left. Check the box for each relationship ingredient that you find in the song. The definitions for each relationship ingredient are at the bottom of the label. For each relationship ingredient, assign a score from 1-5 in the “Intensity Level.”

4. **STEP FOUR:** Total your numbers
   - Add up the scores from the Intensity column in both the unhealthy and healthy sections. These scores indicate the unhealthy and healthy relationship “nutritional” value of the song’s lyrics.

5. **STEP FIVE:** Balance your “lyrical diet”
   - Use this tool whenever you want to find out the relationship ingredients of a song. Just like with the food we eat, it’s important to have a balanced “song” diet that includes lots of healthy relationship ingredients. Knowing your results will help you make an informed decision about which songs will promote good relationship health.

Prepared by the Boston Public Health Commission, July 2016

Support for this material was provided by a grant from the Robert Wood Johnson Foundation as part of Start Smart: Building Healthy Teen Relationships.
Media Literacy Tools: True View Tool

The Whole Picture

The songs we listen to and watch may have an even greater impact. Since music videos can have an influence on our health and the health of our relationships, it is especially important to be a critical viewer.

Take these steps to help you discover if the music videos you watch are portraying healthy or unhealthy relationships. Get comfortable, get online, and get the whole picture.

Directions

Step One: Find a music video

Select a music video of a song you enjoy. Watch the video on YouTube, iTunes, or no. Begin with just getting a feel for the main themes of the images and narratives of the people in the video.

Step Two: Determine if the music video has a relationship theme

Decide if the music video has a relationship theme. Look for two or more people with an emotion or physical connection. This connection usually supports or reinforces the healthy or unhealthy dynamics of the relationship.

Step Three: Score the music video

In the music video, carefully score for images that give you information about the relationship. You may need to watch it more than once.

Look at the TrueView scoring tool to the left. For each healthy or unhealthy “view” that is present in the music video, assign a score. A score of 0 indicates that there is none of that relationship element present while a score of 1 indicates a very high level of that relationship element.

Step Four: Total your numbers

Add up the scores to both the unhealthy and healthy commend sections. Each table includes the unhealthy and healthy relationship “views” observed in the music video.

Step Five: Replay, Unlike, or Share

Based on your scores, choose one of the three choices in the video: Circle “Scored” if you think the overall message about relationships is something you enjoy and would like to share with others.
Circle “OOPS!” if you think the overall message about relationships is something you enjoy and would like to share with others.
Circle “REPLAY” if you are unsure of the overall message concerning the relationship. If you think this video is not appropriate for others to watch, you may want to view the video again alone or with another person who might be able to help you evaluate it.

Use this tool whenever you want to find out the relationship views of a music video.

Media Literacy Tools: Reel Binary Tool

**THE REEL BINARY**

**Step One: Find a TV Show or Movie**
Pick a TV show or movie you enjoy. Begin by watching the program and selecting a couple or two of your favorite male and female identified characters. Focus on them for the duration of the movie or show.

**Step Two: Score the Characters**
Watch the program carefully, looking for behaviors that give you information about the character(s) personality. Look at the Reel Binary scoring tool to the left. For each feminine or masculine “norm” that is present in the program, assign a score. A score of “1” indicates a low level of that behavior while a score of “5” indicates a very high level of that behavior for that character.

**Step Three: Total Your Numbers**
Add up the scores for each character in the feminine and masculine “norms” sections. These totals indicate the gender norms demonstrated within the film or show.

**Step Four: Ask Yourself**
A. How does the character(s) demonstrate a positive or healthy image for men or women? B. Whose behavior had the most influence on the relationship? C. How do you perceive the character when they don’t fit the norm of how a man or woman should behave?

**Ways Norms May Be Presented**
- Clothing: Wears clothing that is revealing or made to accentuate certain body parts. Emotional: Not able to keep their composure loses temper or cries. Party: Uses flirting (verbal or non-verbal) as a way to manipulate others. Gossip: Talks about others, spreads rumors or slanders others. Insult: Makes comments to put down others. Intimidation: Uses money or physical strength in order to exert power. Nags: Frequently complains worries, finds faults in others or urges them to do things. Rebellious: Goes against status quo or what an authoritative figure (ex: parent or boss) says. Sex: Sex on the mind, talks about sex or sexualizes others. Toughness: Has an ego, or exhibits a sense of pride that prevents them from acknowledging mistakes or seeking help.

**Gender Box**
The media we consume can reinforce sometimes harmful societal norms. The characters we see on the screen can become the unspoken rule for how men and women should behave, which can impact our perceptions of ourselves and others. This makes it especially important to be a critical viewer. Use this tool to help you discover if the show or movie you watch is portraying men and women through a stereotypical lens. Get comfortable, get online, and get the “reel” picture. Whether it’s a new show or an old favorite, rate the character as if you are watching them for the first time.

**Move or TV Show Title:**
**Character 1:**
- Masculine Norms: Present (X) Intensity 0-5
- Feminine Norms: Clothing

**Character 2:**
- Masculine Norms: Present (X) Intensity 0-5
- Feminine Norms: Clothing

**Warning:**
Behaviors described below are NOT the belief of the creator of the tool. BHHC or OWV on how men and women are or should be. The descriptions are used to bring awareness to the portrayal of men and women in media.
Engaging Men and Boys Campaign Goals

- Funded by the Office on Juvenile Justice and Delinquency Prevention and the Office on Violence Against Women.

Engaging Men and Boys And Defending Childhood Initiative

1. Provide a tool for providers to use to discuss gender norms and healthy relationships with their youth
2. Engage twitter followers in messaging content
3. Conduct screenings and discussions with over 1000 youth, particularly young men in the Boston area.
The Halls Webseries Overview

- 8 episodes (roughly 8-10 minutes)
- Follows the lives of three young men in high school as they navigate issues of identity, trauma, and fatherhood
- Total run time = 90 minutes
Hearing the Voices of Young Men

- Conducted 10 focus groups
  - 8 with young men ages 11-14 and 15-18
  - 1 with young fathers
  - 1 with young mothers

- Themes: homophobia, inability to be vulnerable, consent, lack of understanding healthy relationships, pressure from young women to act a certain way, healthy co-parenting

One thing was very clear that the young men wanted to talk about relationships.
Themes Translated into the Series

- Expectations around sex
- Homophobia
- Lack of Vulnerability
- Healthy Relationships
- Identity

→ sexual assault prevention/healthy consent
→ gender policing
→ decreasing stigma around help seeking
→ positive co-parenting
→ pressure to be a “player”
The Halls Webseries

NOT your traditional PSA
Supplemental Materials

• Discussion Guide
  - Broken down by episode
  - Provide adult facilitators a tool to support discussion
  - Broken down by recommended and optional questions

• Walk the Halls
  • Created by our peer leaders to help discuss the themes
  • Visual representations of the themes in the discussion guide
Launch event: 130 community partners and youth
In-person community screenings to date: 961 youth and 925 adults
Number of tweets delivered: 143,061
Number of website page visits: 68,845
Number of episode views: 18,495
Number of Resource page visits: 1380
Biggest referrers are from Facebook and Google
Tweets created for dissemination: >300
Community Response

- The Halls is an amazing teaching tool. What an incredible way to explore these topics with nuance + start important conversations
- Good to see the film- so powerful! excited to share! a really good resource
- Great depictions of teens realistically reacting to a broad range of topics
- [Consent] doesn’t make you less masculine, but makes you have a better relationship.
- [Consent] identified it as being important in relationships
Local and National Reach

- Peace River Victims Services- Lakeland, Florida
- S.T.E.P. 2 Respect Advisory Council, Multnomah County, Oregon
- English High School, Boston MA
- Wayside Youth And Family Support Network, Milford, MA
- Jane Doe Coalition, Boston, MA
- Office of Community Oriented Policing Services, Washington, D.C.
Questions?

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Question &
Answer
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ygorbea@futureswithoutviolence.org
Defending Childhood Website Webinar

Please take a moment to take a short survey regarding today’s webinar and future webinars.

https://www.surveymonkey.com/s/7F29DCG